

ADOPTING AN EMERGENCY ONLINE LEARNING SYSTEM FOR TEACHERS' CLASSROOM INSTRUCTION OF ST. JOSEPH'S COLLEGE OF QUEZON CITY

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Abstract

The adoption of an emergency online learning system in the Philippines has prompted St. Joseph's College of Quezon City (SJCQC) to adopt a new instructional mode which utilizes the use of online learning management systems. Pursuant to this mandate by the government, SJCQC has equipped its teachers with the necessary tools to guide them in their adoption of a new mode of instruction through in-house seminars and workshops. In this study, the researcher sought to determine the effects of this paradigmatic shift in classroom instruction by interviewing 13 subjects from SJCQC Senior High School/College Department, Special Education Department, and Basic Education Department against the backdrop of Picciano's multimodal analysis model of blended pedagogical purposes. The study found that, while the subjects use several of Picciano's models, reflection and social/emotional aspects are lacking. However, it appears that the social and emotional aspects are complied with when viewed from the perspective of modern research of Miran-Lopez (2019). Nonetheless, the act of reflection through journaling/blogging is proposed, to help integrate a practice that amounts to self-reflexivity. A revision of Picciano's model is also proposed, subject to further research.

Keywords: Online Learning, Online Classroom Instruction, Classroom Techniques, Classroom Engagement, Blended with Purpose

Introduction

The Philippines is no stranger to the social asymmetries existing in the economic struggle of the urban and rural poor struggling to make ends meet amidst the global pandemic which completely shifted the way Filipinos work and study to a virtual setting. Because of the existence of a huge digital divide in the Philippines, which was indeed worsened by the COVID-19 Pandemic (Lemana, 2020), there is a need to particularly analyze the decision-making process in classroom instructional programs in the Philippines.

Classroom instruction before COVID-19 in the Philippines is primarily utilizing blended learning—the integration of the use of technology in teaching. Teachers and students have been negotiating the terms of learning indirectly: where knowledge transmission and acquisition has been effected through the help of technology and recent innovations. However, in March of 2020, as the COVID-19 pan-

demism continued to affect the rest of the world, so too did it affect the Philippines and its educational system.

The current state of Philippine education system is marked by the adoption of a flexible online learning method which utilizes both synchronous and asynchronous instruction, as the COVID-19 pandemic forced individuals to learn and work from home for public health reasons. As such, each school in the country maintained and developed their own policy regarding the bureaucratic mandate by the Commission on Higher Education (CHED) and Department of Education (DepEd). Abisado et al. (2020) proposed a flexible learning framework for Philippine colleges and universities to implement flexible learning in course delivery. Through an experiment, Toquero (2020a) found that institutions across the globe, including the Philippines, a comprehensive curriculum may not be developed so easily after such an emergency shift to online learning; in addition, other issues relating to inadequacy of technological equipment, instructional delivery, and technological adoption remains to be pertinent challenges.

The adoption of an online learning system in the country affects not only the teacher education programs of each school but also the teachers as well particularly in their professional, pedagogical, and personal endeavors as an educator. Robosa et al. (2021), through an implementation of an Interpretative Phenomenological Analysis, found that public school teachers in the Philippines face issues such as lack of resources, online classroom management problems, stress, and burnout. Similarly, Dizon et al. (2021) stated that secondary school teachers in Zambales, Philippines elucidated their issues on online classroom instruction focusing on availability and adequacy of technological infrastructure, availability, and utilization of funds for school operation, and a need for better delivery modalities.

From the foregoing, it appears that the bureaucratic education policies work from top to bottom as the relaying of educational policies and reform are sought to be implemented in various educational institutions in the county. This, in turn, is faced with many difficulties and challenges which are not met easily with just proper management and is generally exacerbated by the emergency adoption of these practices. Thus, it is important to analyze how a Catholic educational institution like SJCQC City in dealing with the teachers' concerns and how the teachers themselves adjust to such an emergency adoption of online educational practices to picture how a sectarian private educational institution handles the online delivery mode of education and how it affects the perspectives of the teachers in delivering classroom instruction in the virtual space.

Background

In early 2020, the world was high-strung with the public health concern brought about by the COVID-19 pandemic. It has changed the way people live their lives, as social distancing and wearing surgical and makeshift masks have become the norm. In this light, the world has also adopted an educational system that utilizes the use of online management systems to facilitate learning; however, the question as to the effect that social inequality has on the educational sector and this new system still subsists. In other words, there is a budding inquiry as to the exacerbation that social inequality has on this adoption of an online learning method.

Primarily, in order to recognize the link between social inequality and online education, it is important to establish one of social inequalities' society-crippling after-effect: the digital divide. Simply put, the digital divide is a new form of social inequality (Korupp & Szyldik, 2005) that touches upon the unequal access of individuals to Information and Communications Technology (ICT) infrastructure, Internet services, and technological devices because of economic and social factors. In effect, it may be dubbed as a digital social inequality (Halford & Savage, 2010).

According to Samuelson & Olsson (2014), digital inequality also exists in developing countries' primary and secondary levels. In addition, Ma et al., (2018) studied digital inequality across 55 countries (including both developed and developing countries) and found that national income of a country is linked to the prediction of digital divide in a particular country. It can be derived, therefore, that social inequality may exist both in developed countries as well as third world countries as well. And this digital divide, coupled with the use of emergency online/remote teaching during the COVID-19 pandemic has brought about a plethora of issues and challenges for K-12 teachers all around the globe (Trust & Whalen, 2021).

More specifically, social inequality through digital inequality has affected the Philippine education system especially in the adoption of the emergency online learning system to cope with the public health concerns arising from the COVID-19 pandemic. This unprecedented adoption of an online learning system procured unstructured manner of lesson delivery of teachers and questions on higher education preparedness (Toquero, 2020b; Pelmin 2020). As such, these points are of great concern.

Proposals to alleviate this difficulty among Filipino teachers sprung out from different critical approaches that each have their own merit. Toquero et al., (2021) proposed that game-based learning may provide teachers with an effective way of teaching as well as uplifting the skills of their students as this paradigm provides not merely an experimental change but an inspiration for their transition to online learning.

In conclusion, the digital divide affected both students and teachers in the process, proving that a national reform in education cuts through deep to affect the actual learning process in the grassroots of the actual teaching process inside the classroom. This digital divide stems from the social inequality that subsists in the country; and as the inequality works from the national level to the local level, the teachers and students themselves are placed in a limbo: a state in which both educator and learner are left in the dark. And, in order to solve this problem, a closer look into teacher instruction may be given emphasis, considering that this may procure a change in the teaching-learning process, benefitting both the teacher and their students.

Research Objectives and Problems

In essence, the social inequalities affect both teachers and students alike, as they had to readjust to the new normal in education: for the teachers, complying with the new technological innovations, and for the students, adopting a new system of learning. Taking this into consideration, the following are the primary objectives of this study:

- To identify setbacks and conveniences faced by SJCQC teachers in the online instruction
- To determine the practical techniques employed by the SJCQC teachers in the adoption of an emergency online classroom design.

The secondary objectives of this study would be to elicit from key informants the necessary information in order to conceptualize the frameworks they have employed in the decision-making process and adaptation to the new normal.

For a private sectarian Catholic institution like St. Joseph's College of Quezon City (SJCQC), the need to adopt an emergency online learning system is met with much difficulty, as most of the veteran teachers are not trained for any kind of distance learning, much less online management systems. In order to address this concern, internal communication among the teachers and in providing seminars have been set in place, as tutorial classes have become apparent. Such a query procures an internal bureaucratic process that would better be analyzed through research from the planning process up until the end result of the integration of that system. Thus, the research questions of this study, drawing directly from the researcher's observations of the whole process of online learning trainings down to the detail, are as follows:

- How was the adoption of an emergency online learning system integrated into teacher's classroom instruction?

- To what extent do their pedagogical approaches conform with the integrated model for online education?

These queries are directly tied to the digital divide as observed by the researcher in the conduct of online classes because SJCQC has accepted scholarship for students who come from public schools looking to experience what a private sectarian school like SJCQC has to offer. These concerns are not merely figurative, but readily apparent and observable among the teachers and students alike.

Research Framework

Effective classroom instruction rests upon theoretical foundations for its implementation. Nonetheless, in framing the classroom instruction of a teacher, there must be a referential point in order to fully assess and determine what makes an effective classroom instruction and where does it pose restrictions.

Empirical basis for theories may be a point of reference for educational practice. Creemers (1994) ascribed that the theory of educational effectiveness directly stems from the teacher themselves: as teachers are seen to be central figures in decision-making about classroom aspects such as goals, time management, and behavioral instruction with the recognition of central guiding principles as necessary points to consider. In this light, there is a need for the teacher to recognize their proactive role as a catalyst for change and a passive role as an instigator of educational philosophies to guide them throughout the process of teaching.

Theories may also be applied in online learning: both serving as a framework and foundation of the teaching process. Picciano (p.182, 2017) developed an integrated model for the frameworks of online learning as shown in the figure below:

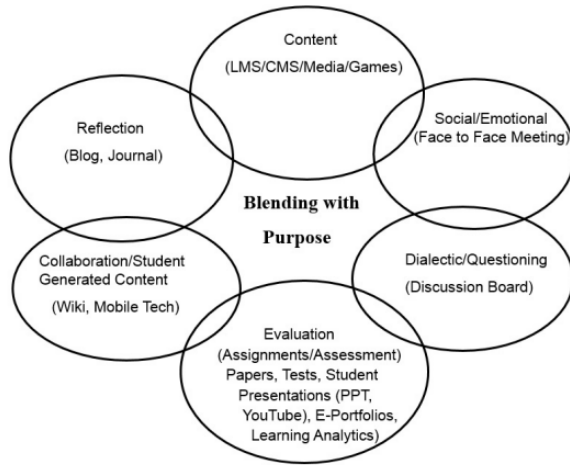


Figure 1. Picciano’s Blending with Pedagogical Purposes Model

This model integrates the dialectic between collaboration, reflection, evaluation, social factors, and content in recreating curriculum and activities for online mode of instruction. This model also serves as a point to consider in effectively facilitating online learning in an emergency setting as it is quick and easy to understand.

From the theoretical foundations of online learning, it is immediately apparent that online learning and instructions involves more than just teaching it involves a process of collaboration, evaluation, questioning, reflection, socialization, and content development. Thusly, the research framework this research involves two variables: (1) The adoption of emergency online educational system is the educational reform brought about by the COVID-19 pandemic, and (2) the teacher’s classroom instruction practices points to the personal choices of the teachers which affect their mode of online instructional delivery of content. While there remains to be a question as to the guidelines and principles which point to variation in the effects, the reconstruction of the classroom instruction is distinctively pictured. From this reinvention, an apt analysis would be employed by the researcher, using Picciano’s multimodal model as a backdrop in understanding the usage of blended pedagogical purposes.

Methodology and Sampling

For the purpose of this study, the researcher would employ the non-probability purposive sampling method in choosing the subjects. Described as the “deliberate choosing of the subjects by the researcher,” it is a method which is apt

for researchers who have a limited workforce, time, and resources (Etikan et al., 2016). Because the researcher would choose the subjects, it is best to employ a purposive sampling that considers a proper distribution of teachers from SJCQC's Basic Education Department, Special Education Department, and SHS-College Department. Whereas the research would select at least two to three teachers from each department accordingly, with 13 subjects in total. They were selected based on their expertise, knowledge, and mastery of the pedagogical techniques of online and face-to-face learning. When asked about their prior experience in online teaching, 9 teachers made it known that they have little to no experience at all with online learning, and the rest of the 4 of them had background.

After a purposive sampling of the subjects, the researcher would collect the data through an interview. More specifically, the researcher conducted a semi-structured interview, that is an interview which is guided by flexible protocols and quasi-pre-determined set of questions which follows from a structured set of inquiries and sub questions (DeJonckheere & Vaughn, 2019). The interviews are conducted through Google Meet. In order to gain better coding from the insights of the subjects, the researcher employed a thematic analysis of the interview prompts and text collected. The exploratory nature of thematic analysis is made against the backdrop of Picciano's Multimodal Theory of Blended Pedagogy with Purposes.

Setbacks and Conveniences Faced by SJCQC Teachers in Online Instruction

The challenges faced by SJCQC teachers in the online instruction are, indeed, pivotal in understanding the quality of teaching itself, considering that majority of them lack the experience of teaching in an online setting. The subjects have noted that they have found it difficult to use the new applications (i.e., Nearpod, Google Classroom, Google Meet) necessary for online teaching. However, it appears that a school-wide Google applications training workshop was organized by SJCQC to help teachers to learn these learning management tools. Even then, they still found it difficult. Another thing they found difficult is the connection issues, particularly with regard to their internet lag issues. Physical limitations have also been of their banes to teaching, especially since they are not able to properly monitor the students in class, and they experience eye strain from too much exposure to gadgets and technologies. Lastly, they also found the mode of delivery itself to be difficult, considering that the emergency adoption of this practice is so sudden. After all, these difficulties faced by the teachers are similarly found in a study which found that preparation of learning materials, assessment activities, and stability of internet connection (Baluyos & Clarin, 2021).

Nonetheless, there are some issues that the teachers found easier to handle during the online teaching sessions they held. Notable is the flexibility of time which the subjects found workable: holding their schedule at their own hands. They also

found it convenient to be working from home, as one of the subjects noted that they do not even have to travel to the school just to work. Lastly, with the hands-on use of technology, some teachers have found it interactive to teach with students, especially with the new tools such as Nearpod and Kahoot! at their disposal.

There are two issues which the subjects found perplexing: some found it difficult, the others found it easier. For one, a subject noted that the availability of resources is scarce, considering that they noted that books are not used that much, and they have no access to other information sources on Google. However, another subject who teaches physical education found it easier to find resources, as video exercises are readily available on video sharing platforms such as YouTube. Another issue that confused the subjects are the online assessment practices one subject noted how taxing it is to commit assessment practices in grading using online tools, while a teacher with background in online learning found it easier to conduct.

To address these difficulties, the teachers fund their own way of dealing with the situation. Most of the subjects have attended free workshops and seminars online which they have found on the Facebook pages of local Publishing houses with topics such as Introduction to Online Learning, How to Use Learning Management Systems, etc. and Google Classroom certification courses. Notably, their pursuit of addressing difficulties needed online expertise beyond what resources were provided to them by the school: a task which they accomplished by searching for self-help videos on YouTube.

Practical Techniques Employed by the SJCQC Teachers in the Adoption of an Emergency Online Classroom Design

Among the subjects, notable in their practice is the use of Google Classroom as a tool, marked by the across-the-board usage of this LMS as a mandated tool. The classroom hours are divided into two equal timeframes: half for synchronous classes (i.e., through meeting in Google Meet) and half for asynchronous activities or independent study. Through this model, the students are able to manage their time both by listening to lectures and participating in class for the first half, and the second half of the class would be spent for their independent study: whether in the accomplishment of the activities or other activities they wish to pursue for that subject.

As for the specific innovative techniques of pedagogy attached to the aforementioned learning model, the teachers have modified their checking of attendance by mixing both traditional and online applications. The Google Attendance checker is what they use to verify their records, while the actual attendance in class is a separate feature, either by calling the students names and having them say present or checking the attendance themselves.

Other than that, the teachers maintain their own individualized techniques of classroom instruction. For instance, one teacher placed emphasis on teacher-centered techniques, employing traditional methods such as using resource materials that are not found online. In other words, he/she is the only source of information of the student with regard the topic being taught. Another subject noted the employment of paper and pen techniques, as they encourage the students to still write their notes and practice their penmanship skills. Often their methods are employed in English and Science subjects' problem-solving questions.

On the contrary, some teachers focused on student engagement. Two subjects have noted using the breakout rooms feature of Google Classroom for their group works, and having the students use the Google Meet emote features of thumbs up or down for reaction gathering. Participative classroom engagement has also been noted by one teacher as a great help in organizing the class. It a method whereby, the synchronous classroom is made collaborative with the use of Nearpod, whiteboard, and similar applications. Even the materials and submissions of the teachers have become innovated. Since the submissions are done digitally on the Google Classroom, this has given the students new media to submit such as audio recordings, video presentations, and digital art, to name a few.

The integration of the classroom techniques abides by certain principles in Picciano's multimodal model. For the teachers of SJCQC, the model can be seen as such:

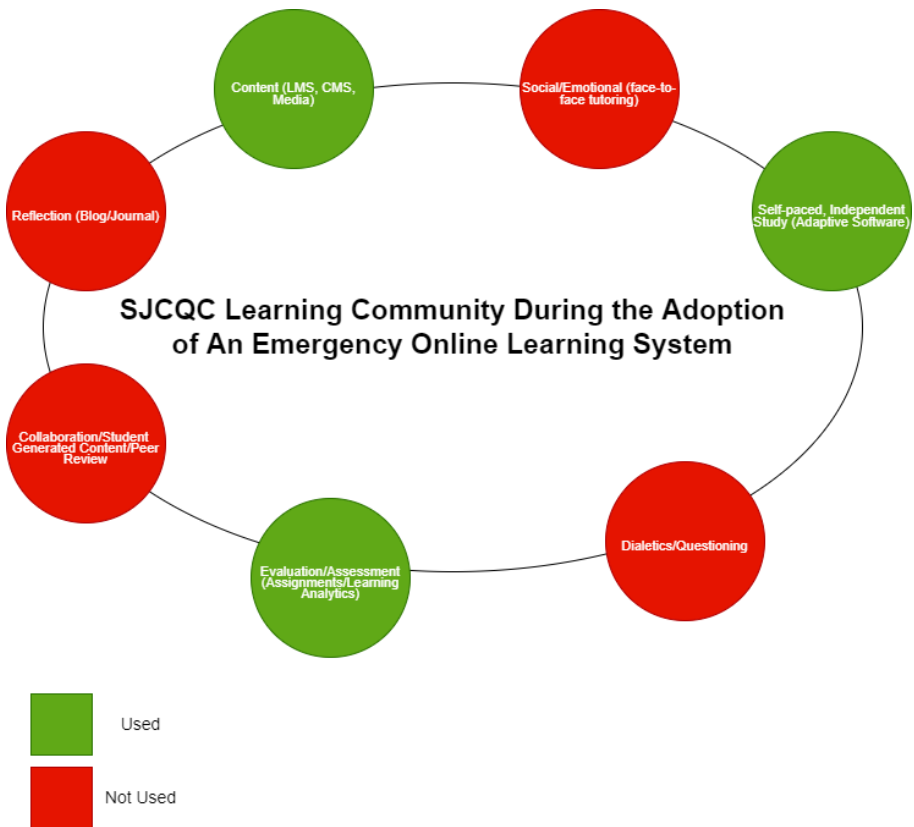


Figure 2A. SJCQC Teachers’ Practical Techniques Integrated in the Adoption of an Emergency Online Instructional Design

The content provided by the teachers through the Google Classroom LMS marks the usage of content while the posting of assignments and activities on the same platform account for the usage of Evaluation/ and Assessment. The independent study model of allowing asynchronous timeframes allotted for the subject allow the students to undertake the accomplishment of the homework, activities, engage in self-learning, among others. The particular techniques and learning strategies employed fall under evaluation and assessment learning practices. No usage of Collaboration, Dialectics, Questioning and Reflection have been observed.

Online Classroom Engagement Integrated by the SJCQC Teachers in the Adoption of an Emergency Online Classroom Design

Two of the notable responses given by the subjects, one inventive and one traditional, shows two spectrums of change: one going with the flow, and one staying behind. One subject has made it known that they are modifying the mode in which they teach science through the learning techniques that they use. Particularly, the subject use *memes*—formatively defined as a phrase, image, or video shared across the internet intending to elicit subversion and substitution through humor (Castano & Mauricio, 2013), as a way to connect to the students with their culture. By integrating a well-known type of media in the informant’s teaching technique, they are able to appeal to the students in a different and fun way.

The technique of teaching by this subject is coupled with scenario-building and realism to further create the picture in a student’s mind. By the use of imagery and stories, the students are made to understand critical concepts by placing themselves, ideologically, into the scene painted by the teacher for them: in effect, procuring an interactive and thought-provoking activity.

Similarly, a lot of other subjects also have integrated traditional techniques into their teaching. One subject noted that in the online setting, he has taken into consideration the psychological aspect of learning, particularly relating to student’s mental health. In the age of the COVID 19 pandemic, he as considered the anxieties that the students are facing in this day and age. More than the academic needs, the students now present themselves with a need for psychological assistance. Several other subject teachers have shared this similar adjustment stage, noting that they consider the student’s mental health in providing for activities and setting of deadlines.

On the flip side, one subject seems to not have integrated innovative practices into their teaching and stuck with traditional techniques. Particularly, they found online learning to be a great disconnect from the students: the virtual classroom has, according to them, changed the environment. In other words, the actual classroom has been this interviewee’s point of reference. Among other things, no notable techniques for online learning have been employed except the management considerations.

Other subjects have noted that techniques in online, arbitrarily taken to their online classroom instruction involves traditional techniques. They identified the following techniques: backward design, performance competencies, expected outcomes, cognitive approach, motivational activities, online *kumustahan* or mental-wellness check-up and peer teaching methods. These practices, although particular described, may or may not have been integrated into their online instructional delivery.

Each subject had their individuality in keeping the students engaged in online; in other words, they have their own techniques. Collectively, the subjects noted the following techniques to keep their students engaged:

- Active engagement
- Use of new applications: NearPod, Pear Deck, Whiteboard
- Q&A
- Gamification
- Playing Music
- Integration of New Media: Memes, Anime, Manga, Digital News, etc.
- Flip Classroom
- Icebreakers
- Dancing Activities (for elementary students)

Through a mixture of these activities, the subjects are able to keep the student's interest in learning at check. In other words, these are the techniques they employed to make students more proactive and participative in class.

With these new techniques above, the multimodal model now provides:

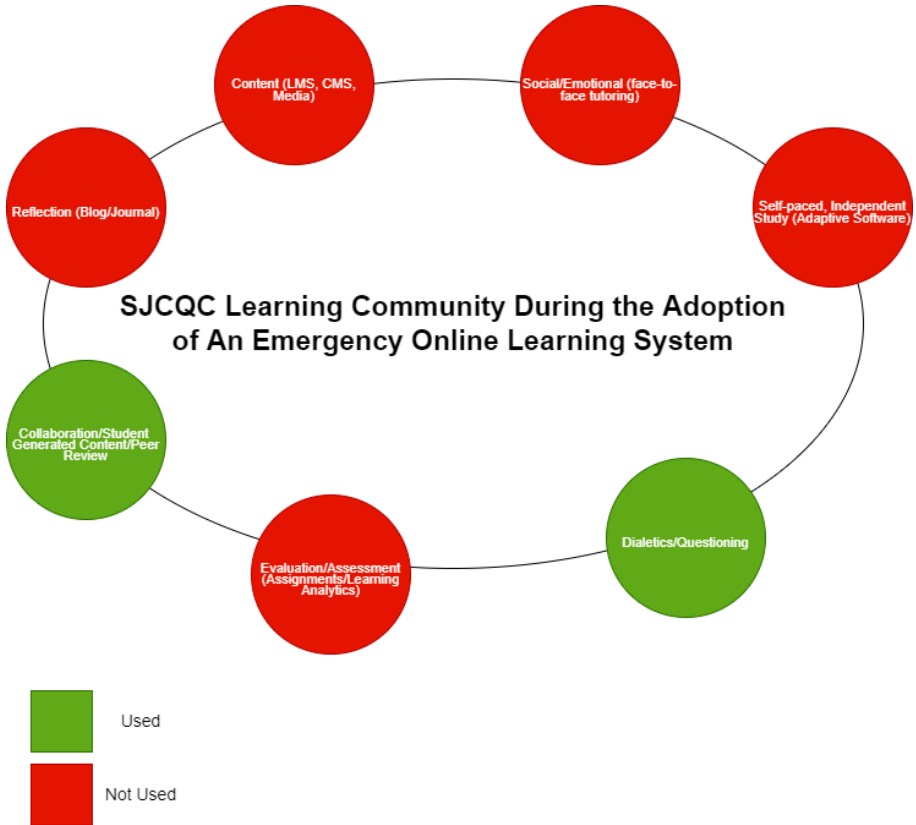


Figure 2B. SJCQC Teachers' Online Classroom Engagement and Traditional Techniques in the Adoption of an Emergency Online Instructional Learning System

The integral parts of techniques with regard to peer teaching and review mirror the usage of collaboration and student-generated content, as well as the activities conducted in each of the classes. Dialectics and Questioning is present in scenario-building and psychological assistance to students because these activities are pivotal in allowing online discussions personal to the students. In addition, the focus on student's psychological and physio-social needs through online group chats and online *kumustahan* in Homeroom mark the usage of a discussion board. Curiously, the techniques of *kumustahan* help contribute to a student's social and emotional well-being as Marin-Lopez et al. (2019) stated how information and communication technologies allow online interaction, serving as a contributory factor to a student's social

and emotional competencies. This serves as a proposed revision to include online communication as a proper usage of social and emotional learning tool.

Overall Model of SJCQC Teacher's Classroom Engagement Practices and Practical Techniques in the Adoption of an Emergency Online Learning System

Accordingly, a recalibration of the classroom instruction has taken effect: that is the shift from face-to-face classes into the online virtual conferences and learning management systems. As the COVID-19 pandemic has become a major public health issue, SJCQC, along with all the other schools in the country, are forced to undergo an emergency online mode of instruction. Even then, the online classroom instruction itself may be redesigned: either by using new frameworks for learning and in the actual techniques used.

As far as techniques go, the subjects have incorporated new techniques to learning and have taken them to online instruction with an inventive tweak. Notably, the use of online applications (i.e., NearPod, Pear Deck, Whiteboard, Gamification, and OBS Studios) and reiteration of traditional techniques (i.e., Q&A, routine, Assessment and Evaluation, Discussion Board, Video Presentation) are evident, marking the reinvention of the techniques apparent. In this practical sense, it can be gleaned that the teachers reinvented their techniques by equipping themselves with digital tools for learning and adding the online element to the face to face techniques they used to employ inside the physical classroom. The teachers also go beyond the classroom instruction techniques into the assessment practice: taking note of student's mental and physical health in considering their grades and extending deadlines. During the pandemic, there is undue mental stress placed upon students, and some of them even contracted COVID or came into contact with someone suspected of it (and other similar experiences). These psychological considerations on the part of the teachers extend to their reinvention of classroom instruction: they are considerate in attendance, lenient in requirement submissions, and lax on assessment practices by doing away with over-absences and striking out absence due to COVID-19 as excused.

The experiences of SJCQC teachers regarding the adoption of the emergency online classroom instruction thus far collected propose a different framework than Picciano's multimodal model. Similar to Picciano's examples, some processes are generally incorporated, and some are not, making sure that the integration of the parameters of pedagogy are placed in check:

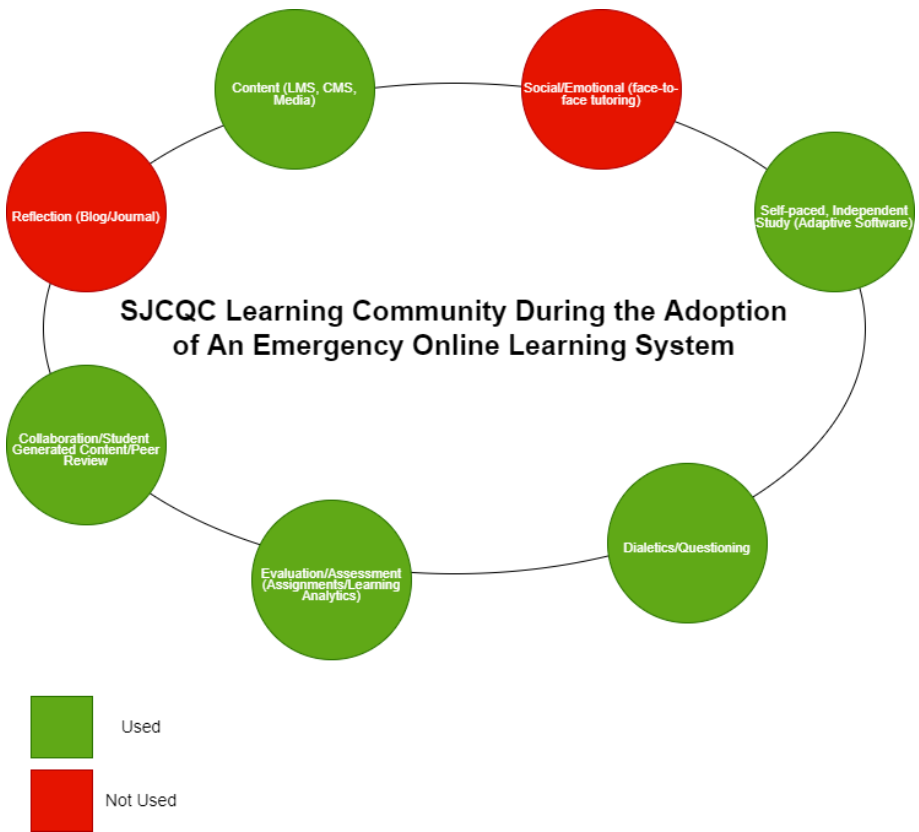


Figure 2C. Overall Model of SJCQC Teacher's Classroom Engagement Practices and Practical Techniques in the Adoption of an Emergency Online Learning System

Combining Figures 2A and 2B is pivotal in visualizing the concurrence of SJCQC's teacher's techniques in adopting an emergency online instructional design amidst COVID-19 (Figure 2C). The figure above merges the findings of 2A and 2B into one figure as a conceptual culmination of the findings. In totality, the SJCQC teachers have used Content by making Google Classroom the primary system of online management, including OBS Studios and Nearpod. Independent study for the SJCQC teachers were imparted to the students during asynchronous classes, and the Dialectics are present with scenario-building, Active Engagement, Playing Music, Gamification, Integration of New Media, Flip Classroom, Icebreakers, psychological assistance, and Dancing Activities. Evaluation is integrated through assignments and take-home activities, and Collaborative Learning was complied with during classroom activities through different techniques such as Whiteboard and Q&A because the students put their own ideas on-screen and during synchronous classes. The usage of

face-to-face tutoring for Social and Emotional usage is not possible considering the social distancing restrictions, but the rest of the practices remain steady and in-check except for reflection.

Applying Picciano’s Integrated Model for Online Education to SJCQC Teachers Pedagogical Approaches

The researcher found the model of Picciano’s Blending with Pedagogical Purpose Model needs a rehash in terms of the emergency online learning mode adopted by the whole world in the age of COVID -19, particularly in completely remodeling the social/emotional aspect of Face-to-face meeting. In light of COVID-19 restrictions, it appears that this is both impracticable and prohibited by the current standards. As it is immediately apparent in the techniques employed by the SJCQC teachers, their method of online *kumustahan* and other considerations of a student’s psychological well-being through online communication is helpful in addressing the Social and Emotional aspect of Blending with Pedagogical Purposes Model. A proposed revision is seen below:

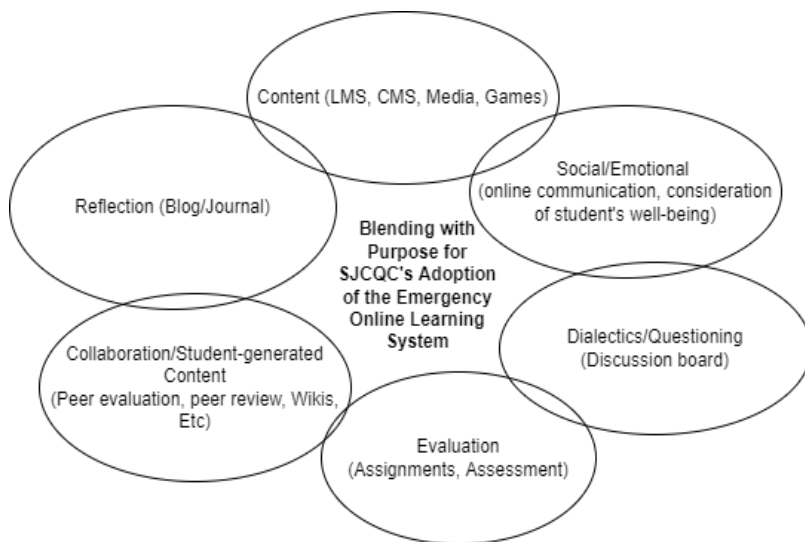


Figure 3. Blending with Pedagogical Purpose for SJCQC's Adoption of the Emergency Online Learning System

Figure 3 illustrates a modification of Picciano’s Blending with Pedagogical Purposes Model that integrates online communication and consideration of student’s well-being as an apt usage of the social and emotional sphere replacing face-to-face meetings. This proposal is based on social and emotional learning being affected

through and by technological means of communication, virtual play, and empathy as exemplified by the SJCQC teachers (Marin-Lopez et al., 2019 & Walker & Weidenbenner, 2019).

As for the teachers of SJCQC, the researcher recommends that they keep tab of reflections in their own pedagogical endeavors through the use of blogs and journaling. With this method, they would be able not only to comply with the Blending with pedagogical Purpose in the Age of COVID-19 model (Figure 3) but also engage in a particular form of self-reflexive practice that is both evidentiary, practical, and potentially life-changing. In this effect, they may now properly integrate blogging and journaling as part of the activities since they have witnessed, first-hand, how impactful it might be.

Classroom instruction, as it is practiced by professionals across the globe, involves both concrete actions and theoretical foundations. In online classroom methods, the same frameworks are used to further explicate their ideological and pedagogical instruction. This stems from the assumptions made in light of research and educational practice that has been apparent for years. In the interview of the thirteen (13) subjects from SJCQC, the manifestations of these principled practices are partially fulfilled on a practical, but not on a philosophical, level. When applied to Picciano's model, it appears that the subjects have used every model of learning which integrates pedagogical purposes for online learning except for reflective practices such as journaling and blogging. None of the teachers have noted this usage, and it is recommended they do so. In addition, a COVID-19 update to Picciano's model is proposed by incorporating online communication and consideration of student's psychological well-being as a mode of social/emotional learning on the part of the student.

Recommendation

The researcher recommends the integration of online *kumustahan* as a mode of integrating the Social and Emotional learning mode in the Blending with Purpose model. This stems from the Filipino term *kumustahan* which involves getting to know another person's current state of mind. Online *kumustahan* is an online synchronous activity of getting to know a student's current state of physical, psychosocial, and mental well-being. To begin this activity, the facilitator would ask "*kumusta kayo*" roughly translating to "How are you?" so that it does not feel more like an activity but a roundup of sorts; in this way, the students are called to take initiative on telling their story, their current state, or anything that would incite social or emotional endeavors that are personal in character.

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